

# SIERRA EDUCATIONAL NEWS

Vol. X

DECEMBER, 1914

No. 10

The Official Organ of the California Teachers' Association  
Published Monthly by the California Council of Education  
in San Francisco, California  
Editorial and Business Offices, Monadnock Bldg., Phone Sutter 389  
Press Rooms, 50 Main St.

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Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879

Subscription, \$1.50 per Year

15 Cents a Copy

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## MEETING OF SOUTHERN SECTION, C. T. A.

MRS. S. M. DORSEY

Asst. Supt. Los Angeles Schools; President Southern Section, C. T. A.



MRS. SUSAN M. DORSEY

THE Executive Committee of the California Teachers' Association, Southern Section, wishes to announce that the 22d Annual Session of the Association will be held in Los Angeles, December 22, 23, 24.

The following speakers have been secured for this occasion:

Dr. Charles H. Judd, Head of the Department of Education, University of Chicago; Dr. Henry C. Morrison, State Superintendent of Public Instruction, New Hampshire; Dr. Sophonisba P. Breckenridge, University of Chicago, also in charge of research work in the Chicago School of Civics and Philanthropy; and Dr. William T. Foster, President of Reed College, Portland, Oregon. As important to the

cause of education is the fact that the members of the Association will have an opportunity to hear once more and to meet, men from our own Universities: Dr. Alexis F. Lange, Dr. David P. Barrows, Prof. John W. Gregg and Prof. Oliver M. Johnston. Our three newly appointed Commissioners of Education will also be present.

A wide range of subjects is up for discussion, professional, technical and inspirational. It should not be invidious to mention that the opening address on Tuesday evening, December 2d, at Trinity Auditorium, will be given by Dr. Judd on the subject "How American Schools Establish Standards," and will show the character and scope of the democratic standards which are set up in our schools contrasted with those of England and Germany. This address with a varied musical program, one number of which will be furnished by the young artist, Lester Donahue, will open what the Executive Committee hopes will prove a session of educational uplift. Admission to the evening meeting will be by certificate only.

The Alexandria Hotel has been selected for Association Headquarters.

# Editorial.

ARTHUR HENRY CHAMBERLAIN

## THE APPOINTIVE SUPERINTENDENT

Throughout the United States there is a growing dissatisfaction in the method of choosing the county superintendent by popular vote. Wherever the office has been placed upon the appointive basis, politics and favoritism have been reduced to a minimum, money has been saved and greater educational efficiency has resulted. In our own state, and among our own County Superintendents, the conviction is ripening that in the near future the appointive superintendent will be a reality.

## THE COUNTY UNIT

Everywhere argument is advanced in favor of the County Unit. The district system is uneconomical. There is no unification of interests in finances, organization, or standards. The argument that the schools should be "near the people," simply clouds the issue. In all civic, or political matters, the county is the unit.

## TRAINING THE TEACHER

It is quite time that California began aggressively the training of teachers for rural schools. An attempt—merely an attempt—has been made in this direction. It is so easy to shape courses of study to meet the needs of urban schools. The road of tradition and the line of least resistance usually follow the same general course. Normal schools should lead, not follow. Of the approximately 18,000,000 boys and girls in the schools of the United States today, 12,000,000 are in rural schools. Teachers should be *trained for* and *paid to do* the important work of teaching in these schools.

If, during the next few years, we can bring about in California the county unit in administration and do away with the old district system; elevate the office of County Superintendent of Schools from the political or elective plane to the appointive basis, and offer real training in our normal schools to those who are to teach in the rural schools, we shall have advanced a long way. Already there is a marked tendency to build better rural school houses, pay more adequate salaries, consolidate districts, utilize the county library, and establish social centers and parents' clubs.

Attention is directed to the statements of men and women who have studied these questions and to the article on the Improvement of Rural School Conditions in this issue. Let us have a frank, fearless discussion of this entire matter.

The relation of teacher to principal and superintendent and the extent to which the individual teacher should participate in the administration of school affairs, is an issue much discussed.

THE ADVISORY COUNCIL IN It is thoroughly understood by all students of administration that "too many CITY SCHOOL ADMINISTRATION cooks spoil the broth," and that in any effective system authority must be centered and those in authority held for results. It is at the same time becoming understood that placing of responsibility and community of interests are essential in a democracy. No principal or superintendent can be truly successful who does not seek the council and criticism of every member in the staff. In the last analysis, what makes for the best interest of the teacher makes as well for the best interest of the principal or superintendent. More than this: the interests of the school system as a whole are paramount.

The articles in this issue touching certain phases of this most important field should be carefully studied. That there be complete agreement of disagreement is of little moment. These matters are before us for consideration. The following plan is, in its main features, based upon experience. It is given, however, as suggestive rather than conclusive. Only time and individual conditions can determine details.

#### PRESENT ADMINISTRATIVE PLAN UNSATISFACTORY

Teachers have a feeling that they are far removed from the Superintendent and his office. As to the supervision of the primary grades, the assistant, if a man, is ordinarily less well prepared to offer constructive criticism than is any one of a number of the regular primary teachers. All of this tends to create a barrier between the teaching force and the administration. With a large body of teachers and the work incident to a cumbersome school system, the superintendent's responsibility, in shifting and readjusting, may be supplemented and shared by the board. But this is not enough. Not only the good will but the active assistance and co-operation of every teacher in the system is necessary to produce the most efficient schools. Team work is essential in administration. Power must be centered in the superintendent, but he must be constantly in active touch with the entire teaching force.

#### THE COUNCIL—HOW COMPOSED

As a substitute for the present plan of organization, the plan proposed is that of the *advisory council*, of which the superintendent shall be chairman. This council may consist of the assistant, associate or deputy superintendents; a primary teacher, chosen by the primary teaching body of the city; a grammar grade teacher chosen by her associates likewise; a high school instructor, selected by the secondary school people. A high school



principal and a principal of grammar schools, each chosen by the principals of the respective schools represented, should serve upon the council. Added to these there should be, in the larger cities, the supervisors in charge of high schools, of grammar grades and of the primary grades. This last would in all probability be a woman, as it is only the occasional man who is adapted to the lower grade work. The council membership may be completed by adding the supervisors of the special subjects such as music, art, industrial expression, home economics, physical education, health and sanitation, oral expression, etc.

#### ADVANTAGES OF THE PLAN

This would bring together a representative council from the entire teaching body. While bound to hear the views and opinions of the council members the superintendent is not bound to follow their advice or suggestion, for, being responsible to the board, he must be given great freedom of action. After weighing the opinions of his associates, "he should act in accordance with his own judgment, and be held responsible for the outcome." Nevertheless, such participation by the regular teachers, through direct representation in the administration of the school system, will bring about a most desirable adjustment. Many of the most progressive measures of the day have originally been thought out by teachers, notwithstanding that "it has come to pass in most communities . . . that if a teacher were to make a suggestion to a school board, he would attract to himself unfavorable notice, if not suspicion; if he were to persist in such policy, he would be snubbed and probably transferred, as a warning of even more serious things in store."

#### TEACHER PARTICIPATION

When the teachers of any division of the school system desire to bring before the superintendent a measure for the conduct of the schools, they do so through their representative teacher on the council. Thus every teacher in the system participates in the school management. Objection will of course be raised because many people can conceive of advancement only under the direction of a boss or overseer. The plan allows of co-operation and individual assistance to the limit of individual capacity.

#### RESPONSIBILITY CENTERED

Such organization would insure co-operation and stability. It would bring to the aid of the superintendent the wisest council possible and provide expert service throughout the system. It would leave him free in the exercise of his own judgment, and this is absolutely necessary, for, as President Woodrow Wilson says: "If there is one principle clearer than another it is this: that in business, whether of government or of mere merchandise, somebody must be trusted. Power and strict accountability are the essential constituents of good government."

At last the reaction has come. For some years our more modern high schools have been equipping their shops and laboratories with expensive apparatus and tools. In many instances much of this equipment was so elaborate that it was seldom in use. Tools and machines installed in the manual training room or machine shop, gathered dust or were covered from view. Where two dollars were invested in the domestic science room, one dollar would serve as well. Not only was money expended uselessly, but boys left school handicapped. Thrown upon their own resources they were unable to handle a problem confronting them, as the available equipment was less elaborate than that with which they were familiar. And girls were discouraged and out of temper with their surroundings, because the homes from which they came could not afford the expensive although unnecessary kitchen equipment, which at school they had used.

Shops and laboratories should be equipped only with the best. A *cheap* article is costly at any price. Unnecessary equipment should be avoided. Simplicity should be emphasized. Economy is one of the great lessons to be taught in shop and domestic science room. The maximum efficiency with the minimum amount of equipment should be aimed at. It is a waste of funds and a bad example to furnish for pupils a costly equipment that brings no better results than a simple one, and that can never be approximated in the home.

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The following letter, omitting names, has been received at the office of the Secretary of the California Council of Education:

"I sent a check for one dollar to Miss .....  
 "NUF SED"! at ....., about two months ago, as membership  
 fee in the ..... Section, California Teachers'  
 Association. I understand that also carries with it a subscription to the  
 official journal. However, I have never received answer from Miss  
 ..... nor the magazine.

"Will you kindly let me know whether my name was ever handed to you, and if not, what steps I must take to join the California Teachers' Association. For the past three months I have been trying to get somebody to tell me how I can join the Association and when it meets this fall, but so far nobody has been able to tell me.

"Thanking you in advance for reply, I am."

To this letter reply was made that the name of the individual has never reached this office. Information was given as to how to proceed in order

to join the Association, and as to the time and place of meeting of the section in which the individual is interested.

This is only one of many letters along somewhat similar lines. It simply goes to show that county and city superintendents should, when school convenes in the fall, and particularly, because so many new teachers enter the system, make it one of their first duties to acquaint each teacher with the advisability of joining the Association. Many do not know that membership in the Association carries with it a subscription to the SIERRA EDUCATIONAL NEWS.

In some counties practically every teacher is a member of the Association. In other counties most of the teachers are in the position of the writer of the letter referred to. If the California Teachers' Association is to fulfil its function in the best possible way it must have the support, not of the majority, but of all the school people in the state. Teachers owe it to themselves to belong to an organization that is constantly working in their interests and in the interests of the schools; an organization that is accomplishing results for the individual teacher, which the individual teacher cannot hope to accomplish single-handed.

The Resolutions Committee of the Northern Section, California Teachers' Association, at the closing session at Red Bluff, Dec. 4, proposed the following resolution which was adopted

THE PROGRESSIVE unanimously:

NORTHERN SECTION Whereas, the supervision of rural schools is rapidly becoming more specialized and calls for a high degree of efficiency upon the part of the incumbent, and

Whereas, we advocate the elevation of rural supervision to a definite department of professional service; therefore be it

Resolved, that we favor the following three measures:

(1) The County Unit versus the district system of school administration.

(2) The appointment of the County Superintendent of Schools by a competent and responsible board rather than the election by popular majorities, and

(3) The establishment in Normal Schools of courses adapted to rural school supervision.

Thus does California prove her claim to the statement that in education she is really progressive.

## THE OPEN BOOK FINAL EXAMINATION

F. W. THOMAS  
Sacramento High School

WE have all heard the arguments for and against the giving of final examinations. Good points have been made on both sides. But the fact remains, independent of argument, that the average high school teacher is not yet ready to dispense with them. She feels that the certainty of a coming day of reckoning inspires in the pupils a necessary respect for the course, and certain it is that her more or less definite conception of what ought to be asked on final examination provides something to steer towards and influences her methods of instruction.

Believing that some form of examination in high school subjects was indispensable as yet, and desiring to find some arrangement that should retain the advantages of the usual test, with its main faults eliminated, the writer planned, three years ago, a rather comprehensive experiment in giving all final examinations with open text books in the hands of the pupils. The plan grew out of a belief that we should test a pupil's power rather than his memory. Most high school subjects are justified as belonging in the curriculum, not because any great quantities of their material will be remembered and made use of directly by the pupil in later life, but because they contribute to his resourcefulness, ideals, standards, or ability to meet unusual conditions successfully. Even in the case of technical and vocational, rather than disciplinary subjects, the pupil's success after leaving school will hinge more frequently on his ability to locate quickly any needed formula or tables, and to use these intelligently and accurately, than on the trick of rattling them off from memory.

The experiment was inaugurated with the help of twenty teachers, covering the whole field of high school work. They carried it through loyally, regardless of individual beliefs in its value, but encountered some perplexities in deciding what to ask on the examination. Many cherished questions, even some that had done effective service for years, were useless in the presence of open books. But in spite of the necessarily unskillful character of these initial tests, the voluntary comments of both teachers and pupils regarding the results were so interesting and enlightening that the experiment has been followed up. The results apparent at first have been verified or modified by later observations and some significant conclusions can be drawn.

The most valuable feature of the arrangement is in its reaction on the teacher. She must immediately make a conscious distinction in purpose between the permanent power which the pupil should derive from her subject, and the more immediate tangible elements to be memorized. There are always a number of these latter items, such as formulas, paradigms,

rules and definitions,—the tools, so to speak, necessary for effective daily work. The time to test the pupil's knowledge of those is while he has most need to use them, not at the end of the course when he is ready to lay them aside. With the necessity of eliminating these from the final examination questions, our teachers relegated the memory tests to the early part of the term, and usually preferred a "rapid-fire" style of giving them. Since the value of these essential tools in any subject consists in their being learned well enough to be recalled with dependable promptness, the questions covering them were given one at a time with only a reasonable time allowed for writing the answer before passing on to the next one. If a pupil did not know the point, he had no time to crib it from books, notes or neighbors, but was required to make up the deficiencies shown in his paper before it was too late for his success that term. This segregation of all tests covering memory points into the early part of the term, with corresponding insistence on their mastery had a wholesome effect.

But the greatest value to the teacher lay in focusing attention on the permanent attainments which the subject should give quite apart from the mere facts of the text-book. We are so prone to become wrapped about with the facts of our particular subject, and to consider them as sufficient in themselves, that we rarely plan how the work will best serve the average pupil in the unacademic atmosphere of later life. Of course if some educational iconoclast arises to challenge the value of our subject, we can, after vigorous cogitation, name many practical values for it. But to direct our teaching in accordance with these rather than the text-book is practically never accomplished unless it has been already arranged that the examinations are to be on that basis.

Take for example the subject of Latin, which is probably the last in which an examination with open text-books would be expected. The chief justification of this subject lies in its value toward the mastery of English. The legitimate purposes which could underlie a final examination in it are apparently only two: first, to determine the pupil's ability to continue in more advanced work, if he is to take more Latin, and second, in any case, to measure his added power in handling English. In the former case the most logical test would be to give him an opportunity to prove on new material, with his ordinary study resources at hand, his fitness to handle it. The latter purpose might be best subserved by taking a page of English and having him demonstrate upon it his Latin training and knowledge in etymology, grammatical structure, and accuracy of interpretation. The expectation of giving some such final examination as this has, to my knowledge, introduced a most refreshingly practical treatment of Latin into at least one teacher's classes. The principle is more strikingly opera-



tive in the sciences. As soon as the teacher of physics discards from his final examination those hair-splitting definitions that usually grace it and plans instead to have the pupils explain the principles involved in some practical object, whether a mechanical toy, plumbing apparatus or automobile, he drives away to some degree that academic incubus that has slowly been settling over the science since its first introduction as a practical, vocational subject.

The comments of the pupils themselves have been valuable in perfecting details of the experiment. Most of the questions asked on the first examinations were entirely too difficult, the teachers apparently assuming that a pupil with an open text-book could answer anything. But it was soon demonstrated that only superior pupils are able to use a text-book skillfully in obtaining quickly anything but the most obvious facts. The criticisms of the boys and girls in this respect were well founded. The fairness of the plan, however, appealed to their standards of justice, and they accepted it in wholesome, honest fashion. They were no longer at the mercy of those tricks of memory where a single provoking slip may derail a whole train of sound reasoning. The temptation to peep at a book or notes on the conscience-lulling excuse that they knew it already, was now gone and with it went all disposition toward dishonesty. The most frequent comment of the pupils was that the open book test was harder but that they preferred it. As a matter of fact very little use was made of the text-books in most cases. In history, for example, the questions and time allowance were such that no leisure was given for hunting around in the text-books, further than to verify a date or some other point that could be located immediately. Consequently the better students rarely opened their texts, while the failures stared helplessly at pages that refused to do their thinking for them. Some pupils tried to prepare for the examinations by making a condensed summary of the entire text with quick reference guides. The concentration and logical analysis necessary for this gave the exercise unexcelled educational value, but required too much effort for any but a voluntary task. In the great majority of cases, however, the pupils showed a freedom from the nervous apprehension that precedes the usual mental encounter in which chance may determine their fate.

Of course this experiment is only a beginning toward working out the possibilities of the open book examination. The writer has found it most illuminating in many respects. If its basic principle is correct, namely, that the final examination should be a test of power rather than of memory, the inevitable conclusions as to methods of instruction, relative values of material, and proportionate emphasis are all of far-reaching importance, and worthy of careful study.



## TEACHER SELF-GOVERNMENT\*

JOHN M. BREWER

Thirtieth Street Intermediate School

**T**O my mind the bureaucratic control of teachers is the cause of many of the ills of present school administration. The cure is democracy; teacher self-government. Teaching is perhaps the only profession which has its intimate working rules imposed by an outside body and executed by appointed agents who do not ask the will or wishes of those actually engaged in the profession. No criticism of individuals is intended by what is here said; all of us who teach are to blame for allowing a once useful but now outgrown system to continue. As one of the teachers in the system I shall endeavor to point out: first, some unsatisfactory conditions in administration; second, the democratic principles upon which the school system should be based; third, a few hopeful signs; and fourth, the ways in which teachers themselves may help to bring about their own self-government.

### I. PRESENT EDUCATIONAL ORGANIZATION UNSATISFACTORY

The system is based upon a false analogy, business organization. Business is for financial profits to a few, and is essentially autocratic. Education is for character in the social commonwealth, and should be democratic. The problem of education includes most other problems; no analogy can illustrate or explain it.

The usual position of a city superintendent is an impossible one. He must try to satisfy too many interests; big business, labor, parents, teachers, radicals, conservatives, church people of all denominations. He is very much overworked. He must decide important matters on limited information obtained from visits, conversations, and reports. Direct contact and first-hand knowledge is lacking. He has too much responsibility; he is blamed for all the errors in the system. Progressive superintendents arouse opposition.

The principal of a large school is in a difficult position. If he tries to be democratic in seeking the advice of his teachers, he is rated as weak. If he tries to be efficient and makes quick decisions, he is called autocratic. He is usually not in a position to see the actual educational problems of the school at first hand, nor can he develop a sympathetic understanding of the problems of the recitation teacher. He may see the school in the large, but he lacks the necessary details.

Faculty relations are unsystematic. We do not put our understandings into written form: we try to remember "what we did last time." In spite of the complexity of our relations, we depend upon an indefinite sense of

\*Abstract of talk given before the High School Teachers' Association, of Los Angeles, Cal.

good will. Consequently our regulations are indefinite—use of rooms, desks, supplies—and our co-operation is marked by loss of time and sometimes by friction. Faculty meetings are unbusinesslike.

## 2. IDEAL EDUCATIONAL ORGANIZATION BASED UPON DEMOCRATIC PRINCIPLES

The citizens of each community have a general desire to educate the children, and they wish to see emphasized certain policies. The Board of Education is elected to carry out these popular policies, and employs teachers to do the actual educational work. The teachers should have the right to advise the board as to the method of selection to be used in obtaining the new teachers: Civil service examinations, adapted to the needs of education, would be best. Re-examinations should determine later fitness to continue teaching.

The teachers in such an ideal system should choose all heads, supervisors, principals, and superintendents. Those in higher positions are often spoken of as experts. The teacher who is near the children is the only real educational expert; when one gets away from the children he ceases to be an expert. We need experts on the by-questions of education: architecture, special schools, vocations, continuation schools, night schools; but these experts should report and advise, not govern. Experts should never have the last word: special experts should be checked by the teachers, and the policies of the teachers by the Board of Education. Since the recitation teachers are doing the educational work, the persons in so-called higher positions should be servants rather than masters. Promotions should be made by examination to determine an eligible list, from which the teachers who are concerned may then elect. Re-examinations at stated times will determine continued fitness.

How would a principal conduct a school, under teacher self-government? He would suggest plans for the school, as he does at the present time. These plans he would propose at meetings of the teachers, and there the policies of the school would be determined. The principal would act on his own motion whenever necessary, but his acts would be subject to review.

The superintendent would use his best initiative in proposing improvements, and would carry out the will of the teachers, unless the board overrules. The clerks might telephone from the central office all questions upon which the vote of the teachers is desired. Teachers might then vote after due consideration, and send the returns to the superintendent. The policies so determined should be overruled only by the board. Teachers should have the right to propose questions for initiative votes.

A representative body might be formed to debate and propose policies, but self-government must not be allowed to stop at representative bodies.

### 3. HOPEFUL SIGNS OF PROGRESS . .

Discussions at business meetings of teachers' associations show that teachers desire to have prompt and detailed control of the policies of their organizations. One school principal recently remarked in a faculty meeting that no principal can stand in opposition to a large majority of his teachers. Another principal said that he would rather have opposition than blind or unwilling loyalty. A third takes frequent deciding votes upon propositions which arise in faculty meetings. One of the high schools of Los Angeles has a box for complaints and suggestions. Departments of teachers are allowed to vote upon text-books, courses, and other policies.

The superintendent of the Los Angeles City Schools states that he has long regretted the lack of means to obtain the expression of teacher opinion, and wishes to hear of a practicable plan. Conferences have been called to make up for the deficiency.

### 4. TEACHERS AID IN SECURING THEIR OWN SELF GOVERNMENT

We, as teachers, need to show those in administrative positions that we deserve democracy and can be trusted with more and more of it. We must refrain from mere destructive criticism; critics should be asked to propose a remedy. We must show courage in expressing opinions, and in using the right of petition. (Right of petition is guaranteed by the Constitution of the United States, yet many teachers fear to use it.) We must show loyalty to good policies and good people, especially when these are under criticism. We must not be merely personal in loyalties and criticisms; loyalty to good educational principles is better and more lasting. We must learn that progress is gained by dissatisfaction with untoward conditions, but also that all progress must be gradual and built upon the accomplishments of the past and the present. We must study our subject and education in general as growing things, not as something static. We must take advantage intelligently of all self-government which may be offered: reports on heads and principals, initiative votes which may soon be asked on such matters as co-education, political rights of teachers, rules of the board applicable to teachers, institute programs, use of Bible, and record keeping by teachers.

We need to show the public a solid front for progress. The people should be made to see that teachers are alive and progressive, and that they have a vision of the complete life for which they are preparing the children. We should encourage the voters to do well by the schools. We should try to take some active part in civic life, aside from teaching.

We need to settle some matters among ourselves: the question of relative value between the regular studies and the student activities; the proper management of athletics; uniformity or diversity in the schools, in certain studies; the question of small classes in favored subjects, at the expense of large classes in others; and how far we may go at this time in our attempts to win self-direction.

We need to provide better things for the pupils. Student self-government should be extended and improved. Self-behavior in the recitation room must be substituted for imperialism. Moral training must be made to keep pace with intellectual advance.

We need to accomplish certain things at once. The faculty meetings must be improved: ask for 24 hours' notice of questions to be discussed; rule out petty questions and petty discussions; have a parliamentary organization for the meeting. There should be instituted a suggestion and complaint committee, to make the complaints impersonal. There should be drawn up a code of laws dealing with as much of school policy as the teachers control: a code for each department, one for each school, and a third for all the city systems.

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### TEACHERS' PARTICIPATION IN SCHOOL ADMINISTRATION

MISS GLORIA W. CARR

Thirtieth St. Intermediate School, Los Angeles

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THE teachers of Thirtieth Street Intermediate School organized themselves into a business body in May, 1914. The length of experience in this progressive departure has been brief. Nevertheless there are some definite things accomplished which indicate the significance and possibilities of the movement.

It may be well to give briefly the mechanical side of the organization. The officers are a chairman, secretary and treasurer, who serve for one-half the school year. The standing committees were formed in response to a need for certain work to be done and problems to be met. At present there are committees on: Suggestion, Program, Decoration, the teaching of Spelling, the teaching of Ethics, and two committees which represent our interests in outside organizations.

Of these committees the most significant for teacher self-government is the suggestion committee. Through its agency complaints are made in the form of constructive criticism, when possible. Plans and suggestions are crystallized and made more workable before presentation to the teaching

body. Suggestions are rid of their personal element. In many cases the influence of a teacher capable of giving splendid ideas is nullified because he or she is known to be a growler. In effect, the existence of suggestion is at least partially antidotal for inertia. In all kinds of work, needed corrections are not made, evils are endured because of the tedium and inertia which stand in the road to the remedy. It is the special duty of the suggestion committee to give this initial shove to start things off. The suggestion committee is the Initiative and Referendum of the local group of teachers.

The plan of conducting teachers' meetings according to parliamentary procedure gives to all an equal chance for an effective expression of opinion and makes a record of same for ready reference. It furnishes a mechanism for quick action when the demand for such comes. Upon one occasion last spring, when it looked as if adverse discrimination were suddenly going to be made against about 12 per cent of the city teachers, the existence of an organized body of teachers averted this. Individual teachers could not have undertaken the responsibility of leading the protest effectively, as could an organized group.

Teacher self government even in these small beginnings has proven that it enlivens teachers; nothing brings out one's latent abilities and develops one as does responsibility together with the equipment to meet it. Objection may be raised that the teacher has responsibility enough without taking on more. Teacher self government does not impose greater responsibility. It merely furnishes a mechanism by which present responsibilities may be discharged more expeditiously and with less energy in the long run. A real teacher always has had responsibilities. She will have more of them as the school enlarges its scope, thus to supply the child with all that the home fails to give him. She will need more and more a facile and direct way of doing things.

Another objection expressed frequently is that advocacy of teacher participation in school administration reflects upon the school principal. Much might be said to dispel this erroneous idea. It is sufficient, however, to say that principals, individually, have supported and are supporting this movement. It was through the wise and timely encouragement of one principal that a few teachers who were reluctant and doubtful of results fell into line. Another principal, also one of our most progressive school men, says that he is going to introduce the plan to his teachers. It is the opinion of one principal that a pronounced spirit of friendly co-operation among teachers and a cheerful working atmosphere has been the result thus far.

The attitude of these principals has been invaluable in introducing these beginnings of teacher participation in school administration, and all praise is due them because of this fact. No first class principal wishes to be dogmatic and arbitrary. However, because of the old system which is still with us, the most magnanimously expressed opinion on the part of a principal, may, in effect, be an ultimatum to teachers. This is not because teachers are either fools or cowards, but because self-preservation is the first and strongest of our instincts. At present, holding on to one's job is part of the machinery of self preservation. As long as a teacher is asked by a Board of Education such questions as "What church do you belong to," even before educational acquirements are enquired into, so long may we know that teachers are repressed, in rightful expression denied them; and so long may we know that the old system is still thriving.

In resume, it must be said that this article has to do with the merest beginnings of teacher participation in school administration. However if the plan appears bright and proves workable, even in a small way, time and experience will take care of further progress. Indications are that this plan may pave the way for an orderly entrance of Democracy into the educational system. It would be folly to believe that this great spirit which is permeating the whole land would pass by this, the most vital institution.

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## CO-OPERATION IN SCHOOL ADMINISTRATION

WALTER A. EDWARDS

High School, Los Angeles

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THE proposition that teachers should have some voice in the conduct of the schools and the determination of educational policies seems at first glance subversive of well-established principles of administration. This feeling is due in part to the tacit assumption of analogy between school and business. And yet a moment's reflection will convince us that this supposed analogy is false. The relation sustained by the teacher to the school is in certain fundamental features different from that sustained by the employee toward the business in which he is engaged. In a factory, exact correlation and balance between the various processes is absolutely essential. What each man does must fit exactly with what the others are doing. His work not only must not vary in size and form from standard, but must not be either much better or much worse than the work of the rest. The ideal of the industrial world is typified by the deacon's "wonderful one-hoss shay," each part of which was as strong as each other



part, neither less nor more. This is not the case in education. A symmetrical and well-organized activity is indeed desirable, but no extra ability or originality or enterprise on the part of an individual teacher can jeopardize this unity. And the reason is because we do not here have division of labor. In a manufacturing establishment each laborer makes or helps in making one part, and the finished article is the sum of the parts. Not so in the school. Not a fragment, but the whole boy stands before each teacher, and in each class-room the whole educative process is going on. Therefore each successful teacher must perforce be a specialist not in some one subject of the curriculum but in education. His activity is not limited to one aspect of the educative process. He isn't simply a hand in a great factory: he is the whole works.

When we look at the question in this way the absurdity of denying to the teacher a voice in school administration and the determination of policies is evident. The absurdity grows when we reflect on the high qualifications possessed by these teachers. They have not simply picked up a trade. They have been trained for their work in normal school and university. They have had a good fundamental education and then the special training calculated to fit them for their profession. It is beside the point to say that these teachers are not accustomed to deal with the larger problems of education. Put the responsibility upon them and they will respond with both an increased interest in their duties and with a wisdom the outcome of their first-hand experience with the work of teaching.

In institutes and associations teachers are invited to discuss educational theories and policies, but too often this discussion is purely academic. The teachers have no power to put their views into effect. The utmost they can do is to create or foster a public sentiment, which, however, may be of no avail. The decision is in other hands. That is one reason why teachers' meeting sometimes seem such a bore. They are without significance, because they determine nothing.

The relation of the rank and file of teachers to problems of school administration is similar to that of disfranchised women to governmental questions. So long as their influence is indirect and is exercised only through avenues of appeal and persuasion, women cannot be expected to take a keen interest in politics or attain anything like an intelligent comprehension of public issues. When woman is given the ballot and thus comes to feel that she must help in deciding these questions, she makes a serious effort to master the subjects involved. What a great gain would result if we enlisted each teacher's intelligent interest by giving him a voice in the decision of administrative questions!

On the other hand it cannot be denied that a good superintendent clothed with large power is a mighty force for good in the school system. A truly great personality will infuse itself throughout the whole school. Genuine, effective leadership is simply irresistible. We may perfect our machinery—a truly great man thrusts his personality into the scheme and we forget the organization and follow implicitly his guidance. This has its dangers—in politics, the man on horseback; in business, the master of finance and dummy directors; in school, an autocratic head and nerveless subordinates. But for all that we feel instinctively that an organization which hampers genius in the executive defeats its own aim.

How are we to reconcile these two apparently rival forces? How can we secure to the schools the full benefit of the teacher's experience and practical judgment, and the superintendent's insight and leadership? This problem can be solved only as it is worked out in actual practice, but its importance and the benefits resulting to the schools make it imperative that we seek a solution.

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Statement of the Ownership, Management, Circulation, Etc.,  
of SIERRA EDUCATIONAL NEWS AND BOOK REVIEW, published monthly  
(except July and August) at San Francisco, required by the Act of August 24,  
1912.

Editor, Arthur H. Chamberlain, Monadnock Bldg., San Francisco.

Managing Editor, Arthur H. Chamberlain, Monadnock Bldg., San Francisco.

Business Manager, David Lever, Monadnock Bldg., San Francisco.

Publisher, California Council of Education, Monadnock Bldg., San Francisco.

Owners, California Council of Education, Monadnock Bldg., San Francisco.

Known bondholders, mortgagees, and other security holders, holding 1 per cent or more of total amount of bonds, mortgages, or other securities: None.

DAVID LEVER, Business Manager.

Sworn to and subscribed before me this 6th day of October, 1914.

SID. J. PALMER,

(Seal) Notary Public in and for the City and County of San Francisco,  
State of California.

(My commission expires Dec. 31, 1914.)

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The Los Angeles County Supervisory Association met on Nov. 21 at the State Normal School, Los Angeles. After a thorough inspection of the fine new group of buildings, there was an important business meeting, at which Mr. J. J. Morgan of Covina was elected president. A membership committee was appointed, consisting of Mrs. E. C. Ingham, San Fernando, Mrs. Cora S. Taylor, Glendale, and Paul Stewart, Pasadena. Many new members were secured, the fee being \$1.00.

Supt. Horace Rebok of Santa Monica discussed the subject of needed legislation. Among other important measures there was suggested legislation looking toward the reorganization of our taxation laws, and the recognition of the Intermediate School. A committee was appointed to report on needed legislation, at the Southern Section meeting, C. T. A., with Mr. Morgan as chairman.

## HOW ABOUT THE RURAL SCHOOL?

A SUMMARY OF REPLIES FROM NATIONAL LEADERS TO THE QUESTION:  
WHAT ARE THE MOST NEEDED IMPROVEMENTS IN  
RURAL SCHOOLS TODAY?

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"The one thing needed in rural education in Nebraska is the unit of taxation and the unit of government in the schools. Another is the course of study so arranged as to bring about more practical work."—JAMES E. DELZELL, State Superintendent, Lincoln, Nebraska.

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"I think the great field in rural education is to be met by consolidation of school districts."—EDNAH A. RICH, President State Normal School of Home Economics and Manual Arts, Santa Barbara, Cal.

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"1. Twenty to forty acres of good ground for the school site on which to erect shops, experimental buildings, etc.

"2. Make a part of the acreage the experimental station for the neighborhood in all respects.

"3. Build a house and out buildings for the teacher and his family to live in and keep him there.

"4. He must be teacher, farmer, fruit raiser, youngster raiser, etc., and the center of intelligence in his diocese."—JAMES M. GREENWOOD, Advisory Supt. of Schools, Kansas City.

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"In my opinion the thing that is fundamental in the improvement of rural schools is the getting of more money for rural schools."—NATHAN C. SCHAEFFER, State Supt. of Public Instruction, Pennsylvania.

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"Summed up, the most striking needs are better buildings, better water supply, closer supervision, modern sanitary toilets and the county unit instead of the district unit."—L. W. BABCOCK, County Supt., Mendocino County, Cal.

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"I consider the most needed improvement in rural education that of providing trained teachers who are fully alive to rural conditions. I think the weakest link in the whole plan of education is that of the county superintendent who is poorly paid and is dependent upon election by party politics. I think there should be a county board of education, the same as the city board, with full power to appoint and fix salaries of county superintendents, and that a rural supervisor should be given the superintendent so that each school may be visited for a full half day at least every six weeks. Our supervisory law is doing wonders for Oregon. The school house should be made the social center of the community."—L. R. ALDERMAN, Supt. of Schools, Portland, Oregon.

"The most needed improvement in rural education is undoubtedly better teachers. Nothing else in any way compares with that. The next needed improvement is the abolition of the little one-room school and the substitution instead of the consolidated school."—JOHN W. COOK, Pres. State Normal School, DeKalb, Ill.

"1. The abolition of the district system and the substitution of a county unit system.

"2. The consolidation of schools which can be accomplished when the first change is made.

"3. Efficient supervision of the schools that for physical reasons cannot be included in consolidated scheme. The first change again will alone make this possible, because it involves the appointment of the county superintendent and the appointment on his nomination of a deputy superintendent.

"4. A vital connection of the state normal school with the rural school. Each normal school should be made a clearing house for its appropriate district, gathering in a sufficient body of data from the schools in all measurable subjects and to deriving from the data the standards and standard tests for the rural schools of the district.

"5. Co-operation of all social and industrial forces. To urbanize rural life as far as it is desirable it should be urbanized. In this connection I think that recreation is the big problem.

"6. Such apportionment of state school money and county school money as shall favor and develop the rural community and will further put a premium on the development of the forward looking rural community."—EDWARD L. HARDY, Pres. State Normal School, San Diego.

"I consider the most important thing in the way of the betterment of rural school conditions is to have the trained teacher who is trained in country life conditions, and to that end the state normal schools and the high schools of the first class should have training courses in elementary agriculture and country life conditions in general."—O. J. KERN, University of California.

"State legislation which will ensure a greater yearly salary for the rural teacher than for the urban teacher. An intelligent county superintendent could fix salaries much better and much more fairly than a constantly changing board of trustees."—S. B. WILSON, County Supt. of Schools, Placerville, Cal.

"The cities have never been willing to pay their debt to the country. We cannot have such schools as the rural communities need as long as they are separated as at present. As long as the funds depend upon the attend-

ance of pupils at school the cities will continue to capture the lion's share. There ought to be somehow, as in Minnesota, a system of rural school support which should depend upon general taxation irrespective of average daily attendance. The cities ought to tax themselves for the benefit of schools in the country. They ought to see to it that every farm child has the same opportunity for the best instruction under the best conditions that the city child has."—J. F. MILLSPAUGH, Pres. State Normal School, Los Angeles.

"In my opinion the thing most needed by the rural schools is rural supervision. I would suggest the abolishment of county boards of education and the establishment of this rural supervision in their place. Boards of education do not accomplish results."—MARGARET SHEEHY, County Supt. of Schools, Merced, Cal.

"1. More consolidation of schools. This is going on slowly in New Jersey, but public opinion does not favor it. How to overcome this public opinion is the problem.

"2. Better paid, better qualified, better equipped teachers. Large numbers of normal school graduates do not wish to teach in rural schools.

"3. More vocational, industrial or agricultural training.

"4. Better equipped country schools when we get them consolidated, or otherwise, and more attractive school grounds.

"5. Better enforcement of compulsory education laws.

"6. Better medical inspection. Too often medical inspection laws are a dead letter in rural districts."—C. N. KENDALL, Commissioner of Education, State of New Jersey.

"We need something above all to enable pupils who are more or less absent to get an education in spite of the class system, requiring uniformity of attendance, previous preparation and abilities."—FREDERIC BURK, Pres., State Normal School, San Francisco.

"I believe the one thing which will make the rural public schools the best public schools in this country is the centralization of these schools, enabling the careful grading of the work and the securing of as strong teachers as are available for city service."—H. B. WILSON, Supt. of Schools, Topeka, Kansas.

"1. Consolidation of schools where practicable.

"2. Effective supervision which cannot be secured unless the number of schools to be supervised is limited to about fifty and the tenure of office of the supervisor made more permanent. His salary must be adequate to secure competency.

"3. Better qualified teachers. With the first two given I think the third would inevitably follow. I suppose you, like the rest of us who have descended from New England stock, believe in local self-government, but possibly you have seen the failure of local self-government in the country districts until you have reached the conclusion I have, that some centralized authority is essential if we are to make progress."—L. D. HARVEY, Pres., Stout Institute, Menomonie, Wis.

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"We need teachers, well trained for rural education, who can make a survey of the needs of the district and then let the schools meet the needs. Our rural schools need closer supervision. Our courses of study for rural schools need to be re-organized and vitalized."—GRACE M. SHEPHERD, State Supt. of Schools, Boise, Idaho.

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"The most important thing in putting the rural schools on the plane to which modern conditions seem to point is the need in the line of equipment for mechanical, physical and domestic education; equipping them with the possibilities of getting away from the old idea of book training."—C. L. MCLANE, Pres., State Normal School, Fresno.

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"For the moment at least, I am inclined to put closer and more intelligent supervision at the head of the list. And second, an important need is more money for instructional purposes. With these two features in operation a vital need would be met in better trained teachers."—E. T. FAIRCHILD, Pres., New Hampshire College, Durham, N. H.

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"Fundamentally we need better teachers. We need teachers who are personalities, not so much teachers who know subjects better, although there is room for great improvements here in normal graduates, but teachers of soul."—JAMES E. REYNOLDS, County Supt. of Schools, Ventura, Cal.

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"I am strongly opposed to the point of view that we should abolish the election of a county superintendent by the people and put in a county board elected by the people who shall select the county superintendent. People are constantly saying that we should take the schools out of politics, but I contend that so long as you serve the people you are in politics. I do not care whether one is elected by the people or by a board of electors, you are serving the people, and I do not want to see any county superintendent in the State of Washington have a county board of education placed between him and the people."—JOSEPHINE PRESTON, State Supt. of Public Instruction of Washington.



"Of course I presume that all would agree that the only thing that is absolutely necessary for the betterment of rural schools is closer supervision."—M. E. DAILEY, Pres. State Normal School, San Jose.

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Better salaries for the rural school teachers. These should not be less than those of the grade teachers in cities. A readjustment of the course of study to fit the needs of rural communities. There should be some manual training and domestic science and much elementary agriculture.—A. S. MCPHERRON, County Supt. of Schools, San Bernardino, Cal.

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"There is no real direction of rural school work, nor can there be any redirection of it until some one is set to work with ability and power to direct. Until county superintendents are selected as are our best city superintendents—by non-partisan boards of education; until we practice what surely all of us believe, namely that the children of the countryside are just as much worth care and attention as are those of the city."—ALLISON WARE, Pres., State Normal School, Chico.

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"In my opinion it would be of great benefit to our isolated country schools if the law required the county superintendent, or in the larger counties, one of his deputies, to visit these outlying districts several times during the year."—JOS. M. HAMILTON, County Supt. of Schools, Del Norte County, Cal.

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"I am in hearty sympathy with the main contention as that relates to the building up of a genuine system of rural school supervision. If you can get your proposal by in California, it will do much to advance it in other parts of the country. I think you are aware, of course, that in Massachusetts, as regards rural supervision, we have thoroughly excellent machinery. I wish it were possible to get superintendents who had had more professional training for their work here, but this will come in time, I trust."—DAVID SNEDDEN, Commissioner of Education for Mass.

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#### APPRECIATION OF THE WORK OF THE COUNCIL

"Whereas, the report from the Council of Education has shown not only a record of excellent past accomplishments but also gives a promise of important future legislation, therefore be it

"Resolved, that we extend to the Council a sincere vote of thanks and a pledge of hearty support and co-operation in their coming legislative campaign."—Resolution passed at meeting Northern Section, C. T. A., Red Bluff, Dec. 4, 1914.

## CO-OPERATING FORCES FOR THE IMPROVEMENT OF RURAL SCHOOL CONDITIONS

ARTHUR HENRY CHAMBERLAIN

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(The following article is published owing to the widespread discussion of the County Unit plan of organization as opposed to the District System, and of the appointive vs. the elective County Superintendent. The paper was delivered before the National Council of Education, at St. Paul on July 4 last, and appeared in the American School Board Journal for August of this year. It is used at this time, as a number of superintendents and teachers have suggested the advisability of a discussion of the entire field. There is included in this issue also, the summary of replies from a number of those whose judgment was sought before this article was written.—Ed.)

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**B**EFORE putting this paper in final form, a letter was addressed to many leaders in rural school education throughout the country. The question was asked: What is the Most Needed Improvement in Rural Education Today? Replies came from state, county and city superintendents, normal school presidents, professors of agriculture, special students of rural problems, and teachers in rural schools. Analyzed and briefly summarized, these replies are interesting and instructive in the highest degree.

### SUMMARY OF NEEDED IMPROVEMENTS

In the enumeration of the most needed improvements, we find the greatest number of replies place better, closer, and more expert rural school supervision at the head of the list. This in a number of instances, implies the necessity for rural school supervisors. Better trained teachers come next in order, and shares honors with consolidation of districts, and centralization of schools. Following in the list, we have the necessity for more money. This is implied in many of the replies, and stated specifically in a large number. As education is a matter of state concern, it is felt that the state and wealthy city should see to it that the rural district is not disadvantaged in lack of funds for educational purposes.

The next most needed improvement is thought to be the modification of the course of study, the better to meet the needs of the rural community. Farm mathematics, applied chemistry, and physics, industrial education, home economics for girls, and agriculture are elements of this modified course. Then follows the necessity for making the school the social center of the community, with opportunities for social and literary betterment, and the discussion of problems having to do with the improvement of industrial, commercial, economic and health conditions. In this connection, a community auditorium is advocated by some. Better salaries for teachers, large attractive playgrounds, plots for experimental agriculture, more modern school buildings, improved water supply and sanitary conditions, the appointive rather than the elective county superintendent,—these appear to be held of equal importance.

More extensive and improved school equipments, with particular refer-

ence to the teaching of industrial and home economic subjects, and agriculture, special normal school courses for the training of rural teachers, abolition of the district system and the substitution therefor of the county unit, and a home for the rural school teacher, balance one another. Closing the list of needed improvements, we find better salaries for county superintendents, open air schools, endowments for rural schools, elimination of the county board of education, the introduction of vocational work, enforcement of compulsory attendance law, more permanent tenure of office for the county superintendent, increased salaries for supervisors, and good roads.

No mention is made by any one of the necessity for utilizing the various educational forces of the county for the benefit of all the schools. The books and pamphlets now gathering dust in the office of the superintendents; the hundreds of publications from State Universities, agricultural colleges, experiment stations, U. S. Bureau of Education and the various departments of the Federal Government; pictures, clippings and industrial collections and exhibits secured from manufacturers, should be brought together in a traveling or circulating museum or library. The county library plan, as in force in California, should be applied, and results pooled. The good things in one place would thus be available everywhere.

#### THE VITAL ISSUES

Your attention is directed to the fact that three of the needed improvements regarded by the majority of these experts as comparatively unimportant because crowded well to the foot of the list are:

1. The abolition of the district system and the introduction of the county unit of administration.
2. The elective county superintendent to give place to the appointive officer.
3. Special normal school courses to adequately prepare teachers for rural school positions.

All issues as suggested in the replies are important. After an intensive study of rural school conditions, extending over a period of years, I am led to the conclusion, however, that individual differences and details aside, but with general application the country over, the three above mentioned forces are of the most vital consideration. Those who place other matters first, have failed to strike at the root of the fundamental weaknesses in our rural schools. These suggested changes, revolutionary perhaps, are more urgently needed even than more money or consolidation and centralization of schools, important as these matters are. For when we have secured the *county unit* in administration, have provided for an

*appointive county superintendent, and offered training that fits the teacher specifically for service in the rural school, we have gone a long way towards solving all the other problems.*

#### THE COUNTY UNIT

It is needless to show here how the district system arose, how it served its day well, and why in this age it is antiquated and inadequate. Those who know schools and have studied administrative problems, need not be told of the lost motion, the crossing of wires, the ignorance, the neglect, the lack of telling results incident to the district system. The wonder is that our rural schools are as effective for results as we find them to be. Time and again, no member of a board of district trustees has had any education in the schools of this country and mighty little anywhere. One of these men, if a resident today of his native land, might be considered competent to discuss the shortcomings of the school system, serve upon a school board, or assist in selecting the one to preside over the destinies of the local institution of learning. But transplanted to a foreign soil, where the temper and tendencies of the people are vastly different from those of his own land, where social, industrial, economic conditions, vary as greatly as do training and temperament, a stranger to our ideas and ideals, with partial understanding only of our laws, and a crude hold upon our language,—such is the man who, many times, serves against his will upon a local board of school trustees. And, this man well meaning and honest, is fully as well qualified to fill the position, as are his fellows in the neighborhood.

But not alone the foreign born and foreign schooled are serving in such positions. In many instances, desire for political preferment, or ambition, leads to election. Men absolutely without knowledge of the requirements of teachers, or the meaning or make-up of the course of study, are expected to select the teacher, direct the expenditure of funds, and pass upon the kind and character of school buildings and equipment.

As a partial remedy for this condition, comes the county unit plan. There should be one central board of education for the county, which in conjunction with the county superintendent and his associates, should select teachers, as does the city board and superintendent. This board should have charge of the finances of the county. It should be composed of not more than five members. Neither geography, political or church affiliation, nor sex, should play a part in their selection. They should be elected by the people at large. The service should be for long terms, subject to recall. Their only compensation should be for traveling or other expenses, incident to two or three meetings annually.

The raising of standards, the equalizing of opportunities, the economical expenditure of funds, and the securing of more competent teachers, will be brought about through the introduction of the county unit. But the benefits to be derived from the county plan of organization, are contingent in no small degree upon the elimination of the elective superintendent. The consideration of the county unit plan leads naturally to the second of the important forces that will make for the improvement of rural schools, namely, the appointive superintendent.

#### THE APPOINTIVE SUPERINTENDENT

The county superintendent should be appointed by the county board. This indeed should be the chief function of that body. His salary should be fixed by them. As in the case of the city superintendent, he may be brought from another county or another state even. Under the elective system, the worst kind of politics are practiced. In some states, no adequate educational qualification is demanded, and the man who could by no possibility serve the county as assessor, or collector, or high school principal, is placed upon the tail end of his ticket, that some political debt may be paid. In some states where this is not the case, the county superintendent is forced to give much of his time during the last year of his administration, to building anew the fences that he must always keep in repair, when he should be devoting his energies to the conduct of the schools. He is oftentimes hampered as much as he is assisted by paid professional boards, who divide with him the responsibility, thereby detracting from the serviceableness of the school system. He sometimes works with no assistant whatever, and in any case has never sufficient help to secure follow up measures in school supervision. The salary received by the average county superintendent is pitifully inadequate. Were it not for wife or daughter who frequently acts as assistant, where one is allowed, the salary would barely be sufficient to keep the "wolf from the door." There is scarcely a state in the union where the low salaries of the county superintendents are not a disgrace.

The appointive superintendent should be an expert, by temperament and training qualified for his work. He should be paid a salary commensurate to the position. He should nominate for appointment all teachers of the county, and such nomination should be confirmed or rejected by the board. He should assign all teachers to their respective schools and changes in assignment should be made by him. He should pass upon school house construction throughout the county. He should nominate, and there should work under his direction, rural school supervisors, men and women thoroughly trained in the needs of the rural community, and in the

art of teaching. In small or sparsely settled counties, the money now paid the professional board members, should be applied upon the salary of a trained supervisor to act with the superintendent. We are learning that in supervision and leadership, follow up work in the field counts for more than trying to direct the battle from a roll top desk and upholstered chair. No one should be chosen as superintendent or supervisor whose credentials do not entitle the holder to teach in any rural or grade or high school in the state. This means thorough professional and academic training.

The county should be districted and the supervisors in such number as to guarantee a visit to each school of a half day at least every four weeks. These rural school supervisors should hold conferences with the men and women of the neighborhood, should be able to discuss intelligently with the teacher, the strengthening of the course of study, the work of each individual student in the school, and to take up with the farmer in the field, matters relating to crop improvement, the handling of crops, farm management, transportation, marketing and the like. They should be able as well to discuss sanitary measures, rural economics, and problems of the home.

Authority should thus be centered in the county superintendent. By holding those in authority for results, and by placing a lay board between the rural districts and the superintendent's office, effort may be expected to result in efficiency. Under such system there would be less favoritism shown in the appointment of a teacher to a given district on account of her residence there, or her relationship to a school trustee, or prominent citizen, without regard to her qualifications for the particular school. Indeed we should expect as efficient work and as satisfactory results as we find in the city. Approach is thus made to the third important factor.

#### TRAINING THE RURAL TEACHER

It is not to be wondered at that so many authorities on rural school education, place the necessity for proper training of teachers as the most vital force necessary for the betterment of conditions. With the county unit prevailing, and the county superintendent an appointive officer, the next step in progress is the teacher trained for specific service in rural schools. Courses in our normal schools at present, are calculated to meet the needs of urban communities. The country school is the teacher's experiment station, and many young girls begin their work in the country. Every self respecting normal school, city training schools excepted, should offer special courses for rural school teachers. Whether in an institution demanding two years of professional training, following high school graduation, or four years work foundationed by an elementary course, it is necessary to offer



practical work covering the subjects of the rural school curriculum. Method without subject matter is useless. On the pedagogical side consideration should be given the vital problems of education, school and class-room management, advances being made, needed reforms, and the tendencies of human nature and their relation to the art of teaching.

This course for rural school teachers should comprehend a first hand knowledge of country life conditions, the problems to be faced in housing, health, sanitation, water supply, the planning and reconstructing of houses, and the laying out of grounds and labor saving in the home. It should consider ways and means of taking social situations where they are and elevating them to where they should be. It should train the teacher in the organization and conduct of meetings, in making and carrying out literary programs, in utilizing music and the motion picture in the school and home. The machinery of county organization should be handled and political and civic problems given prominence.

There should be courses dealing with farm mathematics and accounting, rural mechanics, the fundamentals of domestic and agricultural chemistry, applied biology, problems of lighting, heating and ventilating, and proper seating of school rooms. The use of books, papers and magazines in the school and home should have a prominent place in the course, and, as well, the profitable employment of the leisure hour including games, sports and contests. History, geography, literature, reading, oral English and expression, debating, industrial work for boys, home economics for girls, and the fundamental subjects, should be stripped of their varnish and veneer, and emphasis placed upon those phases that find application in the world of men and things. Such work alone is cultural, whether offered in country or city.

These normal school courses must be offered by men and women of experience, who are *real teachers*, not *mere theorists*. The class of students should be drawn largely from the country. With adequate salary and working under satisfactory conditions, teachers will cease to look over into the promised land of the skyscraper and the billboard. It is the everlasting change of teachers in the country schools that impedes progress. This affects adversely the continuance of pupils in the school and sends them away to the city. There is too much "back to the farm" bosh talked and too little "stay on the farm" practiced.

#### EXPERIENCED TEACHERS TO THE COUNTRY

Inexperienced teachers are frequently forced to the country, not because they so desire, or have knowledge of rural conditions, or kinship of interest with life in the open, but because the city will accept as teachers

only those with training and experience. Rural authorities have not yet developed the backbone or common sense necessary to cope with this situation. It is the experienced teacher, not the novice, who should go to the country. Experience should be acquired in towns and cities where there are principals and superintendents and supervisors and fellow teachers to direct and encourage and criticize. There is no rhyme or reason, lack of money aside, in compelling young teachers to gain their experience by main strength and awkwardness at the expense of country boys and girls upon whom they practice. Until teachers have special training for work in rural schools, the authorities should insist upon experienced teachers, and should pay a wage such as to secure to the country the very best. Nothing will help to bring this about as will the county unit and the appointive superintendent.

Money necessary, you say! Yes, indeed. In the last analysis more money must be secured. How to get more money is the problem to which we must address ourselves. But money alone never yet produced efficiency in education. We need legislation, organization, supervision, the centering of responsibility, trained teachers, and a modicum of common sense. These forces in co-operation will improve rural school conditions.

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#### PROPOSED AMENDMENTS TO CONSTITUTION, SOUTHERN SECTION, C. T. A.

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(On Wednesday evening, November 25, there was a called meeting at the office of Mrs. S. M. Dorsey, President of the Southern Section, C. T. A., of the Committee appointed last year on revision of constitution of the Southern Section. Present at the meeting were Miss Lloy Galpin, Chairman, and Miss Edith Hodgkins, Messrs. R. C. Daniels, J. J. Morgan and I. I. Beeman. Mrs. Dorsey and Secy. Chamberlain of the California Council of Education were also present. There was a free and frank discussion of the constitution, the result of the conference being unanimous agreement upon certain additions and changes. The Committee felt that in its main features the constitution was sound and should stand as at present. The report on proposed amendments, sent by the Chairman, Miss Galpin, follows.—Ed.)

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#### Art. IV. Amend by adding a new section on Advisory Committee on Program.

Sec. 2. "This committee shall consist of six members, the Association president of the preceding year, one superintendent or assistant superintendent of schools, one high school principal, one elementary school principal, one high school teacher and one elementary school teacher. The members of this committee shall be chosen by the newly elected president not later than February 1st and shall hold office for three years each, with the provision that of those who shall be appointed for 1915-16, one shall be chosen for one year, two for two years and the remaining two for three years. Not more than two members shall be from Los Angeles County.

It shall be the duty of this committee to secure information about educators and other social workers; to make and constantly revise a directory of such educators and social workers, which shall contain data as to their fitness as speakers, their specialties as educators or social workers, somewhat of their professional history, together with

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## AMENDMENTS TO CONSTITUTION

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names of reliable sponsors; to place all information at the disposal of the Executive Committee on request and to secure additional information whenever requested so to do, by the Executive Committee.

This committee shall not assume the responsibility for any annual program."

Art. V. Amend by adding.

Sec. 1. "If the Association fails to name a time and place for the next meeting, the Executive Committee may decide."

Art. VI. Amend by striking out.

Sec. 1. "provided such amendment be submitted in writing, be read on the first day of the session and acted upon by the Association during the session of the second day."

Substitute: "provided such amendment be submitted in writing to the president at least thirty days before the annual meeting, be printed in the annual program, and be acted upon by the Association at the regular business session."

Art. IX. Amend by adding a new section.

"Sec. 11. The duties of this Council shall include the discussion and shaping of educational policies and desired legislation. The Council shall further present such policies and proposed legislation to the California Teachers' Association, Southern Section, at its annual meeting and to the Federal Council. The proceedings of each meeting of this local Council shall be published in the Sierra Educational News."

Art. IX. Amend by adding a new section.

"Sec. 12. This Council shall meet during the month preceding the meetings of the Federal Council, and every month during the entire session of the state legislature. Special meetings may be called at any other time, when in the judgment of the president of the Association, it seems necessary, or upon the written request of five members."

Sec. 13. There shall be an auditing committee of three, one of whom shall be appointed by the president at the beginning of his term of office. This committee shall report to the Association at its annual business meeting."

Art. IX, Sec. 7. Amend by striking out:

"Except those elected in December, 1912," and "provided that those elected at the annual meeting in December, 1912, shall take office immediately upon their election, and shall classify themselves by lot, so that as nearly as possible one-fourth of their number shall retire in one year, one-fourth in two years, one-fourth in three years, and one-fourth in four years."

Substitute:

"The members of this Council shall begin their services on the date in April of the annual meeting of the Federal Council and shall hold office for the term of four years, provided that as nearly as possible one-fourth of their number shall retire annually."

Art. IX, Sec. 8. Amend by striking out:

"Council of Education," and substitute: "this Council."

Art. IX, Sec. 10. Amend by striking out:

"Council of Education," and substitute "Federal Council."

7. Art. IX. Sec. 9. Amend by adding:

"Federal Council"

of the California Teachers' Association.

Strike out final clause beginning:

"provided that those elected at the annual meeting in December, 1911."

Substitute:

"provided that one-fourth of their number shall retire annually."

Art. IX. Amend by adding a new section:

## INTELLECTUAL SNOBBISHNESS

WILLIS JEFFERIS

Los Angeles Military Academy

**A** REBUFF to intellectual snobbishness was administered some time ago in Pasadena by one of the high school teachers there, who frankly admitted that he did not understand Browning and remarked that hardly one per cent of those who sought to honor the poet during the Browning centennial had any idea of the meaning of Browning's works.

The statement was met with strenuous protests from the philosopher poet's devotees, and by one teacher especially, who rated the one who made the statement for superficiality in not being better able to appreciate Browning. To prove that they were not really serious or sincere, the teacher in question offered a prize for the best gem from Browning and read the verses submitted before judges. Not one of the poems was received with favor by the Browning admirers; so the teacher read one of his own poems, which was unknowingly and unanimously voted the best of the lot, thereby proving his point that the Browning devotees were pretentious worshipers of a self-created fetish. The poem which follows was thought by the judges to have been taken from one of Browning's longer poems. The particular teacher mentioned above advancing this idea. As it was awarded first prize, the teacher got his money back. The poem follows:

### DEUS IN OMNIBUS

BY J. WILLIS JEFFERIS

I hear Thee in the rolling waves  
And in the twittering swallow;  
I see Thy smile across the sky  
And in the flowery hollow.  
I feel Thy breath upon the gale,  
Thy voice is in the thunder,  
Thy footstep is the earthquake's shock  
That shakes the hills asunder.  
Thine eyes shine through the twinkling stars  
That gleam with rays eternal;  
Thy song, the symphony of spheres  
That ring with notes supernal.  
Yet not for these I love Thee most  
And call Thee friend and brother;  
Thy heart beats in the human breast,  
Thy love is in the mother.

## STATE TEACHERS' EMPLOYMENT BUREAUS

Report U. S. Bureau of Education

Three States have special laws establishing State Teachers' employment bureaus:

A. Massachusetts.—By an act of the legislature of 1911 a teachers' registration bureau was established under the control of the State Board of Education. A fee of \$2 is charged each applicant. The applicant must be a graduate of any high school or normal school in the Commonwealth or of any other school considered by the Board of Education of equal grade, or a graduate of a reputable college. Printed lists of applicants with a brief statement of their qualifications are sent to the school committees in the different cities and towns. The law as originally passed was for teachers who were residents of the State, but this restriction was removed in 1913.

The work was started upon its present basis in October, 1912. From that time until November 30, 1913, 101 positions were filled. To November 30, 1914, probably 200 positions will be filled. On December 31 there were 142 high school teachers, 149 elementary school teachers, and 73 special teachers registered with the bureau.

Minnesota.—The Minnesota State Teachers' Employment Bureau, authorized by the act of April 25, 1913, began operation June 1, 1913. The registration to August 1, 1914, was 830, divided as follows: Rural, 71; grades, 315; supervisory, 94; high school, 235; special, 115.

The salaries of the teachers already placed and reported amount to \$260,310. A registration fee of \$3, payable at time of registration, entitles the person enrolled to the services of the bureau for 12 months from date of registration. Receipts for these fees for the first year amounted to \$2,490, with expenses amounting to \$2,000. The items of expense do not include the salary of the director of the bureau, who is listed as State School Inspector and draws his salary from a separate fund. The fiscal year closes August 1, but since that time during the present year (1914) 112 teachers have enrolled and 165 teachers have been located whose salaries amount to \$68,000.

Michigan.—A law has been upon the statutes making the department of public instruction an employment bureau for teachers, but it is a dead letter.

B. Three State Departments of Education maintain employment bureaus without special State laws authorizing them:

Connecticut.—A teachers' employment bureau has been conducted by the State Board of Education for a number of years. A complete set of cards is kept in the State office with records and credentials of each appli-

cant. Records of normal-school graduates are kept on white cards so that they may easily be distinguished from the records of those not having normal training. A special form (No. 8) is filed by superintendents and committees desiring teachers. A list of the best available candidates is sent and a notice of the vacancy is sent each teacher on the list by a special circular (No. 2). Superintendents and committees are requested to notify the State office as soon as a teacher has been secured. During the year 1913-14, 544 applications for positions were filed and 159 for teachers to fill vacancies were received from superintendents and boards.

New Jersey.—The State Board of Education maintains a "Bureau of information for teachers and school officers, which was established January 15, 1898, to act as a medium between competent teachers and boards of education in the State of New Jersey without charge for the services rendered." Special forms are used for filing the teacher's application for a position and the board's notice of a vacancy. "Teachers keep the bureau well informed of their movements, and by so doing the management is in a position to supply teachers at 24 hours' notice, from September 1 to June 1, each year."

Indiana.—An employment bureau for Indiana teachers is a part of the State department of public instruction. No charge is made for services and only a few vacancies are filled.

C. In the following States special files or informal lists of teachers who apply for positions are kept in the office of the State department, and these lists are sent to board of county superintendents desiring teachers:

Louisiana.—Hundreds of applications are received yearly from teachers who apply for positions to teach in the State. About twice each month a list containing the names of these applicants is sent out to the parish superintendents, giving educational qualifications, teaching experience, etc., of each applicant.

Maryland.—No bureau is maintained by the State department, but all applicants for a position who address the State office are given lists of county superintendents or other school officials to whom they may apply, and from time to time mimeographed lists of applicants are sent to school officials.

D. The other States that aid teachers in a more or less direct manner are Alabama, California, Florida, Mississippi, Nebraska, New Mexico, North Carolina, Oklahoma, Oregon, Rhode Island, Vermont, Virginia and West Virginia.



## PENMANSHIP\*

THORNTON H. LODGE  
High School, Redlands, Cal.

**I**S WRITING essential? You will frequently hear it said that since the advent of the typewriter so generally into the business field, writing has lost its significance. But in spite of the fact that the writing machine is becoming so common, or rather because of this, writing must be done more acceptably than ever before. Because the work of the machine is so legible, it follows that work with the hand must now be done with the greatest exactness and speed. People have not the time or the patience to spend in deciphering illegible scrawls, and such work finds its way to the waste basket. The three "R's" are still the fundamentals of all education and "Riting" is not the least of them. Consider the proportion of time spent in school in producing some form of written work, the time spent outside in preparation through written work, and it is clear that regardless of the subject, but because of its physical effects, writing must be given serious attention.

A style of writing to be practical, to be scientific, must be such as to permit of its being easily, rapidly, and tirelessly written. To permit of this the strokes employed must be simple but made up of lines that join fluently and that may be executed at a demonstrated high rate of speed; in fact, at the highest possible rate of speed of which the writing machine of the individual is capable, and with legibility sufficient to subserve the desired end,—the ready reading of the written page. Keep in mind that the shortest strokes are not necessarily the quickest made. We do not want flourished or showy writing; the kind produced with an oblique penholder, or shaded or hair line writing; but writing of firm and uniform line produced with a reasonably coarse pen. We want practical writing for everyday use, for the class room and the business office alike. We want writing embracing those essential features and capable of being produced under working conditions; the work done in composition, in examination, in the bookkeeping blanks. To this end all turns and angles must be made properly and put in the proper place, loops and retraces neatly made, uniformity in slant. What slant? It makes no particular difference. This is largely a matter of individuality and is determined by length of arm, breadth of chest, size of hand, length of fingers, and height of desk. What size? Here temperament will show itself when unrestrained. But on account of the limits in which much of our writing work must be placed, it is safe to say that few will err in the matter of making letters too small. There must be plenty of white paper around and between letters.

\*Portions of address before the teachers of Redlands.

So much for good writing; now how to get it. The first essential is the manner of production. This should be watched first and last. Did the writer sit in a healthful and comfortable position, as regards straight spinal column? Were the eyes neither too near nor too far removed from the written page? Did the motor force come from the large muscles of the upper arm, fingers held in a natural and uncramped position? Often we find a student writing in the grades or early years of high school a legible and fairly rapid hand whose work later degenerates into an illegible scrawl. This is because speed and ease of execution have not been given sufficient attention; good form has not been established as a habit. A correlated system of instruction should be given, running from the earlier grades up to such time as the correct writing habits have become fixed and a practical style acquired. Writing habits should be established in the grammar grades, because in the higher classes the course of study has been so enlarged and the students' time so crowded with weighty subjects that there is no time for correcting chirographic faults, and consequently students and teachers alike must suffer from the ill effects of scribbled notes and exercises.

Writing has utilitarian value. There is a certain amount of energy available in the nervous system of a child. If he makes his writing automatic he saves all the leakage that comes from diffusion of effort. Furthermore, if he can do the writing in less than half the usual time, he can do twice the number of exercises. He thus saves his energy for more important things.

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### LEAGUE OF TEACHERS' ASSOCIATIONS

When the League of Teachers' Associations began its activities in Chicago, and continued them in Salt Lake City, few people, except those immediately concerned, seemed to be awake to the significance of the movement. The St. Paul meeting was generally recognized as one of importance and educational publications give the reports of its sessions generous space.

Extracts from a letter from the president Grace De Graff, Portland, dated Sept. 17, give an idea of the scope of the League's influence.

"This year our League begins its work with a membership of over seventeen thousand teachers in the forty-seven affiliated clubs. Ten clubs which were organized too late last spring to join have signified their intention of doing so at their first meeting this fall.

Reports of delegates proved that much excellent work has been done the past year and it will be an inspiration to ever press on, knowing that our aims and ideals can be reached. If one group of teachers can have a pension fund, an advisory council, a sabbatical year on part pay, an open system of marking, a tenure law, or any other good thing that makes life easier, happier and more productive of good, then it is possible for every group of teachers to have them all. Let each club work and lend a helping hand.

**Nellie Walton Ford,**  
Chairman of the Press Committee,  
St. Paul, Minn.

## MATHEMATICS SECTION, CALIFORNIA HIGH SCHOOL TEACHERS' ASSOCIATION

At the Annual Meeting in July, 1914, the Mathematics Section of the California High School Teachers' Association adopted an official reading course for the present school year. The purpose of this course is to arouse a greater interest in the subject by teachers of Mathematics rather than to increase their knowledge of mere mechanical methods of presentation. Every teacher is urged to undertake the careful reading of one or more of these books this year. The course is divided into three sections, graded according to difficulty. Each teacher can find some book suited to his individual needs. The University of California will grant credit for the study of certain of the books as part of the work in University Extension.

Teachers are urged to ask their trustees to place the entire list in the school library at the earliest possible opportunity, and to suggest the purchase of these books by the local public libraries to their librarians.

### Section I. Books of easy grade.

1. Ball—A Primer of the History of Mathematics (Macmillan).
2. Cajori—A History of Mathematics (Macmillan).
3. Smith-Karpinski—The Hindu-Arabic Numerals (Ginn).
4. Whitehead—An Introduction to Mathematics (Henry Holt).

### Section II. Books of medium grade.

5. Mathematical Recreations and Essays (Macmillan).
6. Beman and Smith—Klein's Famous Problems in Elementary Geometry (Ginn).
7. Young—Fundamental Concepts of Algebra and Geometry (Macmillan).
8. Fine—The Number-System of Algebra (Heath).

### Section III. Books of more advanced grade.

9. J. W. A. Young, Editor—Monographs on Modern Mathematics (Longmans, Green).

In connection with the above, the committee suggest the reading of a good mathematical journal, and recommend for this purpose, The American Mathematical Monthly, Chicago, Prof. H. E. Slaughter, Editor.

Henry W. Stager, Chairman.

## MODERN LANGUAGE ASSOCIATION

At the autumn meeting of the Business Committee of the Modern Language Association of Southern California, the following resolution was adopted without a dissenting vote:

"Be it resolved, that the superintendents and principals of the large city high schools consider a change in policy in regard to the creation of heads of department in modern languages. This committee respectfully recommends that each foreign language be made a department by itself in the same way that the former 'science' department is now made up of several departments: the chemistry department, the physics department, the biology department, the agricultural department, the physiography department, the home economics department, the department of household physical sciences, etc.

"This Committee maintains that there is no more connection between French or German or between Spanish and German—in fact not as much—than between chemistry and physics. The universities and larger secondary schools of this country have generally recognized this distinctiveness. Again, it is practically impossible to find a teacher who is competent to supervise intelligently several foreign languages."

Members of the Business Committee: Mr. A. E. Ewington, Pres. of the Modern Language Assn. of So. Calif. (Los Angeles High School); Mr. G. W. Hauschild, Secy. of the Mod. Lang. Assn. of So. Calif. (Manual Arts High Schools); Mr. Homer Martin, Vice-Principal of the Lincoln High School; Mr. J. W. Combs, of the Fourteenth Intermediate School, Los Angeles; Mr. G. W. Felton, Chairman (Hollywood High School).

## Our Book Shelf

**Primer Language Reader.** By Franklin T. Baker, Teachers' College; George R. Carpenter, Columbia University; and Fannie Wyebe Dunn, State Normal School, Farmville, Va. The Macmillan Company, pp. 118, price 30 cents.

In the Primer Language Reader series these well known text-book authors have presented a book for children that will be read. There is a strong appeal to the child's interest based on a knowledge of familiar things. The spirit of child-play pervades the book, and throughout the authors have made it possible for the pupil to acquire the use of a number of new words. There are the usual reviews but these are free from meaningless repetitions. The readable type and illustrations are fine. It is just the book for the youngsters.

**The Problem of Boyhood.** (A course in ethics for boys of high school age.) By Franklin Winslow Johnson, Principal of the University High School. The University of Chicago Press, pp. 130, price \$1 (postage extra—weight 1 lb.).

In his "Foreword to the Teacher" and "Foreword to the Boy," Mr. Johnson emphasizes the importance of the subject so vital to high school teachers. The following topics given in part reveal the scope of the work: Customs, Habits, Honesty, Property Rights, Gambling and Betting, Speech, Slang and Profanity, Clean Thinking and Speaking, the Problem of Sex, Liquor and Tobacco, Courtesy, Respect, Self Control, Citizenship, and Religion.

"Play the game" is the lesson of the book, which will do a world of good to every boy of high school age.

**American Literature for Secondary Schools.** By William B. Cairns, Assistant Professor of American Literature, University of Wisconsin. The Macmillan Company, pp. 341.

This timely book is free from the common objection urged against histories of literature; it is not a second-hand criticism. The compiler realizes that histories and biographies are not as effective as the literature itself, but at the same time he sees the value of a brief general survey of the field of literature to aid the student in grasping and correlating scattered facts, and to show things in their right proportions. The field is covered in the following five paragraphs: Colonial Period, The Revolutionary Period, The Period of Knickerbocker Writers, The Period of Great Achievement, and The Recent Period. A valuable appendix follows giving chronological tables on American Literature, English Literature, and Biographical and Historical Events.

**The Pantomime Primer.** By Emma Gertrude White. The American Book Company, pp. 128.

This book was written because children find action a more natural form of expression than speech. Children take readily to all forms of dramatization, and this Primer, therefore, makes use of this power and at the same time furnishes a large amount of interesting reading matter. A large number of the new words are verbs of action which are frequently repeated.

**Briefer Physiology and Hygiene, with Practice Exercises.** By Buel P. Colton and Louis Murbach, Dept. of Biology, Detroit Central High School. D. C. Heath & Company, pp. 388.

After a successful record of fourteen years, Professor Colton's book has been revised to include important data on physiology and hygiene gathered in recent years. A radical change has been effected in unifying and correlating certain topics and bringing them together from different chapters into one more comprehensive chapter. The book is well adapted for four, six, or twelve months' work. The appendix gives suggestions on writing exercises, specimens and apparatus, and references to leading books on the subjects. Summaries at the end of chapters have been replaced by questions covering important topics.



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74187	Star of Bethlehem	Evan Williams	1.50
35412	{ While Shepherds Watched It Came Upon the Midnight Clear	Victor Chorus	1.25
35335	Ring Out, Wild Bells	Percy Hemus	1.25
16996	Christmas Light, Behold	Peerless Quartet	.75
17647	Adeste Fidelis	Trinity Choir	.75
60083	Nazareth	Lyric Quartet	.75
60080	The First Nowell	Lambert Murphy	.75
31770	Birthday of a King	Victor Herbert's Orchestra	.75
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	Victor Chorus and Sousa's Band		1.00

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# Gleanings

Hon. Edward Hyatt will soon enter upon his third term as Superintendent of Public Instruction in California. Mr. Hyatt is the first superintendent in the history of the State to serve more than eight years, and few superintendents in any state have been re-elected for a third term. He comes to office with a large majority to his credit.

**Special Features in Administration** of the Berkeley High School, is the title of a 44-page pamphlet, printed by the students in the Printing Department of the Washington Intermediate School at Berkeley. This has been issued in response to frequent requests of Principal Biedenbach of the High School for information as to their methods of handling various activities in the High School. There are discussions of the Advisory System, the Methods of Handling School Money, Public Speaking, School Assemblies, Journalism, Dramatic Clubs and the like. High school people will find this a very valuable publication.

**The Meeting of County and City Superintendents** has been called by Supt. Hyatt for the week of Dec. 14. The opening days will be spent at Riverside, with the Mission Inn as headquarters. Visits will later be made to other southland points. There should be a large attendance at this annual convention.

**The Committee on School Exhibit** from the seven southern counties at the San Diego Exposition, is, through Chairman Keppel and Secretary Baldwin, providing for comprehensive exhibits. Mr. Baldwin has active charge and in a circular issued to county superintendents, he calls for "something different." The space to be used is 200 ft. x 20 ft. in the Seven Southern Counties Building. Among the 27 suggested projects for exhibit are: Materials used in organized games; amateur photographs of local scenic bits; dressed dolls; mounted collection of tree leaves; original music; feather work, etc.

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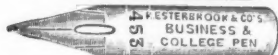
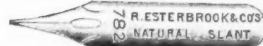
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**White's Pantomime Primer . . . . 24 Cents**  
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**30 Cents**—First and Second Years

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**35 Cents**—Second, Third, and Fourth Years

**Skinner's Dramatic Stories for Reading and Acting** **35 Cts.**  
Third and Fourth Years

**Holbrook's Dramatic Reader for Lower Grades** **40 Cts.**  
Third, Fourth, and Fifth Years

**Knight's Dramatic Reader for Grammar Grades** **50 Cts.**  
Sixth and Seventh Years

Six delightful books supplying plays or dramatic readings for the several grades of the elementary school. They insure expressive oral reading, and teach the pupil to read without being self-conscious. No more helpful training for the imagination can be provided.

The stories cover a wide range, and have been selected because of their special appeal to children. Many of them have been borrowed from nursery classics, fables and fairy tales. Some of them cultivate a spirit of patriotism and relate famous anecdotes, while others have been taken from the works of well-known authors and teach excellent moral qualities. Some of them are entirely new. Some of the plays will be found appropriate for special schoolroom programs, having been arranged for national holidays.

*Our Illustrated Guide to Good Reading describes 275 volumes of Supplementary Reading, of which 69 are for the first three years. It is sent to any teacher on request.*

## **AMERICAN BOOK COMPANY**

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**Fight for Higher Salaries Won by Teachers.**—According to a newspaper report, an opinion was handed down by Superior Judge Hewitt of Los Angeles, holding that the board of education must approve Miss Evarena Mayne's warrant for \$144. The alternative is an appeal to the higher courts.

The case was a test action instituted by Miss Mayne, who was given a salary warrant for \$120 in October. Superintendent Keppel refused to approve this warrant on the ground that Miss Mayne, who is a teacher in the B1 grade, was not entitled under the law to rank in point of salary with the highest grade in the grammar school, which is \$1440 for ten months.

The action filed by Miss Mayne was an application for a writ of mandate to compel Keppel to approve the salary warrant. Almost 200 teachers are interested in the outcome of the case and all will profit if Judge Hewitt's decision remains unchanged.

**Teachers of primary grades** will be particularly interested in the Year Book of the Francis W. Parker School, Chicago. The book is devoted to expression as a means of training motive. Attention is given to gesture, voice and speech, writing, modeling, making and drawing and painting. The portion dealing with the dramatic instinct, with the text and accompanying illustrations is excellent. The price of the book is 35 cents.

**The school children of San Diego** recently planted 100 pounds of poppy seed in Balboa Park. The plan was formulated by the Department of Education. The children of the schools contributed pennies and nickels. Said Superintendent McKinnon: "Our idea in interesting the children is that we want them to feel that this is their city and their Exposition. When the flowers are in bloom they will know that they are responsible for a beautiful part of the great Fair. Every year we hope to do a similar stunt."

## Gregg Shorthand

### In the High Schools

A carefully compiled census shows that on November 1, 1914, the representation by cities of the five leading shorthand systems taught in the public high schools of the United States was as follows:

Gregg .....	1223
Benn Pitman.....	349
Isaac Pitman.....	109
Graham .....	76
Munson .....	34

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**The illness of Mrs. Minnie S. Abrams**, President of the Northern Section, C. T. A., prevented her attendance at the Red Bluff meeting. Her hosts of friends will rejoice at her continued improvement. Vice-President Roy W. Camper presided with dignity and dispatch, satisfying all. Mr. Camper was elected president for the coming year; Miss Naomi Baker of Red Bluff, Vice-President; H. G. Rawlins, Willows, Secretary; J. D. Sweeney, Treasurer. Allison Ware, C. C. Hughes and Mrs. Abrams were chosen members on the Council, the last named to serve if the membership warrants. The place of meeting was left to the Executive Committee. The convention will be reported in January.

**Drawing Inks** are either very good or very bad. Frederick Post Company, 537 Market streets, can furnish teachers of drawing and art with the best quality of ink on the market. A sample bottle, color card and price list will be sent upon request for same.

**At a three-day session** of the Lassen Co. Institute at Susanville, Supt. Philliber presented a program that in every way met with the approval of the teaching body of the county. A notable feature was the holding of the Trustees' Meeting on the first day. So interested were the trustees that many of them remained to the second day and some to the third day of the institute.

The speakers from out of the county were Supt. D. R. Jones of San Rafael and Supt. Roy Cloud of San Mateo County.

**Richard E. Murtha**, for nearly twenty years principal of the Oakdale grammar school in Stanislaus County, was recently called by death. Mr. Murtha was one of the best known public school men in California. He was more than a teacher. He entered thoroughly into the social and political life of the community. At the time of his death he was principal in Modesto. He leaves a large circle of friends.

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Dictionary in his school? Would not a requisition to your school authorities for a copy bring this all-knowing special teacher to your school-room? This **New Creation** answers with final authority all kinds of puzzling questions in spelling, pronunciation, definition, history, geography, biography, sports, arts, and sciences.



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# ANNOUNCEMENT

We desire to say to all teachers of Manual Training that our new catalog of woodworking machines for school work is now ready for distribution, and that every teacher is entitled to a copy.

This book has been designed with a view to assisting the teacher, to some extent at least, in his class work. It contains illustrations of how to operate woodworking machines, taken from life poses of students at work. It shows detail plans of how machines are constructed and floor plans, giving the order of arrangement of tools in the woodworking division of a modern school.

It is a book that you, as a teacher, cannot well afford to be without, for it will render you valuable assistance in your class-work, and it will cost you nothing. Your request for a copy will be complied with gladly.



## American Wood Working Machinery Co.

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## SIERRA EDUCATIONAL NEWS

The latest addition to the list of high schools to be established in the State is the Mariposa County High School at Mariposa. The vote was carried on Sept. 26, and the school opened October 19, with Mr. Offield of Santa Clara as principal. There are thirteen students. This leaves only two counties in the State without high schools.

President Benjamin Ide Wheeler was elected President of the National Association of State Universities at the recent meeting of that body in Washington, D. C. This is a particularly happy choice, not only on account of President

Wheeler's ability, but because next year the National Association of State Universities will meet at the Bay.

Games and Simple Folk Dances for the Elementary Schools is the title of a suggestive bulletin of 75-pages issued by the San Diego State Normal School. The physical exercises discussed in the book are arranged in their form by Jessie Rand Tanner, Director of Physical Education of the School, and Georgia V. Coy, instructor in biology and physical education. There are four principal parts to the bulletin: (1) physical training,

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(2) plays and games, (3) folk games and dances, (4) sports and games for field days or play picnic and May-day suggestions. Throughout, the bulletin is exceedingly well illustrated and the directions are clear and brief. Copies of this bulletin have been sent to county and city superintendents in the state. They will be supplied free so long as the supply lasts.

In Napa Co., Supt. Mrs. Margaret M. Ferguson had as speakers at the Institute at Napa, Oct. 5, 6, 7, President E. Morris Cox of the California Council of Education, C. E. Rugh and F. F. Nalder, University of California, Miss Clara Barnhisel, Miss Josephine Barclay of Los Angeles, Mrs. C. A. Boggs and Elmer Bickford of Napa, Edward Berwick, and Miss Mae B. Wilkin, Oakland. Miss Barnhisel conducted classes in hand work and Miss Barclay in home economics. In the program were included photographs and floor plans of two modern one-room rural schools.

Draper's "Sanitary" Adjustable Window Shades should be part of the equipment in every modern school house. The name Draper stands for the highest quality of adjustable shades. Already a great number of California schools are using these shades and a great many more are planning to follow their example. It will pay school officials and school trustees to drop a line to the California representative, Mr. C. H. Kenworthy, Whittier, Cal., for information.

The plans and specifications of the new \$370,000 building for the normal school are practically completed and will be presented to the advisory board at its next meeting. With no unforeseen delays, actual construction work should begin in December. The throwing of the first shovelful of dirt on this construction work will mark the beginning of greater things for the Normal.—The Educational Digest, Fresno Normal School.

A course of study in arithmetic has been issued by the Sacramento School Department. There is an

## The Marvelous Record of **BUHLIG'S** **Business English**

Published in May, 1914

Used as text in September, 1914, by hundreds of high schools all over the United States. The following are included in the list of adoptions:

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Los Angeles, Visalia, San Jose,  
Santa Clara, Santa Monica,  
Hanford, San Rafael, San Diego.

Washington  
Seattle

### NEW ENGLAND STATES

Worcester, Mass.  
Fall River, Mass.  
Newton, Mass.  
Bridgewater, Mass.  
Melrose, Mass.  
Bangor, Maine  
Bar Harbor, Maine  
Manchester, N. H.  
Middlebury, Vermont  
Torrington, Conn.

### ATLANTIC STATES

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Trenton, N. J.  
Chester, Pa.  
Atlanta, Ga.  
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Johnstown, Pa.  
Rochester, N. Y.  
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Pittsburg

### MIDDLE WESTERN STATES

Hannibal, Mo.  
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introduction and directions to teachers for the use of the manual, by Superintendent Hughes. The course of study itself was prepared by Julian Johnson, Chairman, and Lucy J. Hinkson, Mrs. D. A. Edwards, Emma A. Von Hatton, Lottie Gage, A. V. Wilde, J. F. Dale and Belle Cooledge.

**Mr. P. S. Woolsey**, for 12 years manager for the Pacific Coast of the American Book Company, died at his home in Berkeley on Thanksgiving Day. Before becoming identified with the publishers, Mr. Woolsey was principal of the Visalia High School. He was a graduate of the University of California, and was a member of the well known Woolsey family of Berkeley, one of the best known and most influential pioneer families of California.

Mr. Woolsey numbered among his friends hundreds of men and women of this State and throughout the Pacific Coast. He made a distinct success of his work as a teacher. Courteous, generous, and strictly honest and straightforward

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Statement of the Main Causes  
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The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following text-books:

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(2) Music books for the elementary schools, in one, two, or three volumes;

(3) Reading books for the eight grades of the elementary schools. Bids may be submitted for the complete series or for any part thereof.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board at his office in the State Capitol Building, Sacramento, on or before March 1, 1915.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in \_\_\_\_\_", may be submitted on or before the hour of 4 o'clock p. m. of March 1, 1915.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

Edward Hyatt, Secretary.

STATE BOARD OF EDUCATION,  
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in his business dealings, he endeared himself to all with whom he came in contact. Sympathy is extended the family members, especially the father and mother, who reside in Berkeley.

The Mariposa County Institute was held at Mariposa on the 17, 18, and 19 of November. Supt. John L. Dexter secured as instructors Supt. D. R. Jones of San Rafael, Hon. Job Wood Jr. of the State office, Dr. Margaret Schallenberger, Commissioner of Elementary Education, and Secretary Chamberlain of the Council of Education. The Trustees' Meeting was held on the last day of the session. One of the significant discussions during the institute was that of the 8th grade examination. The following resolution was adopted:

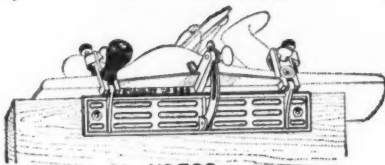
Whereas, The present system of examination from the grammar schools has not proven satisfactory, it is resolved, that each teacher in the county of Mariposa send to the Board of Education before December 3, 1914, written suggestions looking toward a better method of promotion.

The Sacramento School Women's Club held an interesting meeting the evening of November 21, with Miss S. Maude Green presiding. Miss Anne Nicholson gave a talk on the Travelers' Aid and showed the importance of the work. After the business of the club was transacted a social evening was enjoyed.

The Bulletin of Courses of Study and General Information for 1914-1915 of the High School at San Jose is an interesting publication. There is included a discussion of the Advisor System, Home and School Co-operation, the High School Bank, the Junior Chamber of Commerce and other suggestive activities and movements in the high school. There are some excellent illustrations.

The first annual report of Mr. Will C. Wood, Commissioner of Secondary Schools, has just come from the press of the State Printer. Mr. Wood discusses the office, its

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ART DEPARTMENT  
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Dear Sir: Yours of Nov. 14<sup>th</sup> just received.  
I hear nothing but good reports of your  
organization and can see no good  
reason for not taking advantage of it,  
so please find enclosed my cheque  
for Fifteen Dollars. Am very glad  
Miss Allen brought it to my attention.  
Very Respectfully,  
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We can't tell you all the reasons here, but write today and we'll send you a book full of good reasons well worth your consideration.

You are making plans for the new year—perhaps a trip to the Exposition and the N. E. A. meetings at Oakland in June? Such plans, however, are always contingent upon your income and your savings.

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origin and function, visitation of schools, a bureau of information, certification of high school teachers, student activities, new teachers' organizations, district conventions of high school principals, the high school course of study, problems of the intermediate school, the Junior College, the small high school, a county high school fund, and concerning high school textbooks. In this bulletin of twenty-nine pages the commissioner has packed a deal of valuable information and it is already meeting with much favorable comment.

The November number of the Bulletin of the Los Angeles City Teachers' Club is unusually valuable. There is a discussion of the

B1 Salary question, together with Supt. Keppel's communication to the Board of Education, and letters from Miss Evarena Mayne, who made the appeal, and Supt. Hyatt's reply, the report written by Miss Alice L. Merrill. This is a matter that is becoming state wide in its significance. Miss Olive Taylor is secretary of the B1 Committee. There is included also the report of Miss Hodgkins before the Council on the establishment of a State Employment Bureau for Teachers; a report by the Misses Vance, Merrill and McAfee on Investigation of Teachers' Salaries; an interesting discussion by Miss Hodgkins of Section 1687 of the Political Code; a resume by Miss Cora E. Lamb of the Council of Education meet-

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ing and various reports of committees. The Bulletin is doing a good work.

**The report of the City School Department** of Sacramento for 1913-1914 contains among other interesting matter, discussions under the following heads: Too Much Teaching of Subjects, Vocational Guidance, Departmental Teaching, The Intermediate School, Shall the Blackboard Pass? There are a number of excellent full page illustrations.

**New Quarters for Milton Bradley Co.**—The Milton Bradley Company have outgrown its former home on Market street and have moved into the new Schwabacher-Frey Building, with entrances at 20 Second street, near the Palace

Hotel. Over 7000 square feet of floor will be utilized by Mr. Van Nostrand, Pacific Coast manager. There will be a number of special features, including an expensively furnished ladies' rest room. Visiting teachers are urged to make Milton Bradley's their headquarters during their stay in San Francisco. Writing tables, telephones, and many other conveniences will be reserved exclusively for visiting teachers.

**The Annual "Jinx"** of the Los Angeles Teachers' Club was held on November 22d. On that night at the Ebell Club over 600 live wire "school ma'ams" made merry in a fashion that revealed a good deal of talent varying from the musical artist to the circus clown. Sedate teachers, masqueraded as soldiers,

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Frenchmen, Zulus, pumpkins, kindergarten youngsters, and some in subtle ways suggested King Morpheus the Sleep King! Of course the various stunts were semi-symbolic and the initiated enjoyed the various take-offs with keener appreciation than the representative of the News who was one of three real men daring to pass the forbidden portals. Of the three, one came disguised, the second, believing in "safety first," left before the fun commenced. The stunts cleverly conceived and executed, the dancing, the punch, and the complete absence of a blackboard atmosphere, were all thoroughly appreciated. And the busy committees working with Miss Blanche Vance, president of the club, Miss Edith Hodgkins, and Miss Ida League and others, were unanimously complimented on the splendid way in which the affair was managed. One of the big features was the remarkably good music

that "Sousa" Jennie Jones managed to get out of her "lady" orchestra of twenty pieces. The success was so marked that this was followed by the imitations of a "Comb Orchestra," and a bicycle pump band. There were a number of excellent take-offs on Montessori method, Mr. .... and Miss .... (censored). All in all it was fine fun and in the words of one of the masqueraders "it did them more good than an institute."—D. L.

**Orange Dedicates New Intermediate School.**—On Nov. 4th the new Intermediate School at Orange was dedicated by an appropriate program. C. E. Lush of the Board of Education, was master of ceremonies. He reviewed the events leading up to the building. He then introduced County Superintendent Mitchell and the County Superintendent from Riverside County, Raymond Cree. State Superintendent Hyatt made the dedication speech.

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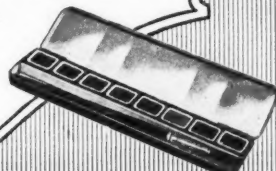
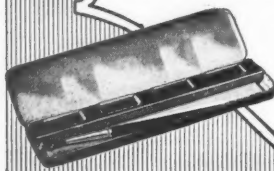
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**New Home of L. A. C. T. C.—**  
The Los Angeles City Teachers' Club has a real home. The beautiful clubrooms in Trinity Auditorium include spacious green carpeted reception and meeting rooms, model cafeteria kitchen, and offices for the president and secretary. Magazines, books, pictures and comfortable easy chairs and rock-

ers is the delightful combination that invites the weary teachers to a restful retreat.

**Talens' Water Colors** are giving satisfaction to hundreds of drawing instructors and supervisors in their daily work. They find that it is both economical and of the best quality. Free samples will be gladly sent to those interested. Address, Talens & Son, Irvington,

**The Children's Pets Exhibition** at Alameda was held at the Haight School November 20 and 21. This exhibition was of great value not only to children but to parents and grown-ups and was well attended. Dr. Frederick W. D'Evelyn is a leading spirit in these enterprises.

**In the death of Robert J. Burdette**, the world loses one of its most useful men. At seventy, Dr. Burdette was known in every hamlet in this country. A preacher of marvelous eloquence and power, a humorist second to none, a man, through and through. The world is a better and sunnier and a brighter place for his having lived. He died at his home in Pasadena.

**The University of Southern California** is rapidly making its way to the front. With advanced standards of scholarship, improved courses of study, added equipment, and a splendid faculty, the University has a bright outlook. In the graduate departments there are enrolled 212 students representing 74 colleges and universities. Of this number



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Say you saw it in the Sierra Educational News

about one-third are graduates of the College of Liberal Arts of the University of Southern California. Many teachers in the Los Angeles schools are taking advantage of the late afternoon classes.

It is the hope of the authorities in charge to add, in the near future, courses which shall lead to the degree of Ph.D. Dr. Thomas B. Stowell is president of the Graduate Council and Prof. R. D. Hunt, secretary.

**Wallace Hatch**, for many years Community Service Expert, and formerly Superintendent of Special Exhibits in Education and Social Economy, Panama-Pacific Exposition, is prepared to give series of lectures upon "The Community School" and its permanent effect upon every individual. These lectures will offer a basis for constructive community service. Mr. Hatch has had a varied and valuable experience and should be of great help to the community in which he works. He can be addressed at 2728 Filbert St., San Francisco.

**The Junior Agriculturalist**, issued monthly for the junior gardeners of California by the Chico State Normal School, is doing much good. Professor C. A. Stebbins writes that they are organizing gardening clubs and giving away flower and vegetable seeds, shrubs and trees to boys and girls who enroll in the California Junior Gardening Club. Write the Extension Division, Chico State Normal School, for enrollment blanks.

**The School Bulletin**, published by the teachers of Portland, Oregon, says: "a placement bureau under an experienced secretary is expected to be in operation (in Cincinnati) within a few weeks, in connection with the Work Certificate Office and the Chamber of Commerce. It will endeavor to place pupils leaving the elementary schools to go into work, high school students who need part time employment and the high school graduates."

#### **The War and the School Child.**—

The following is taken from the last paragraph of an article by Fannie Fern Andrews, Secretary, American School Peace League, on "The War: What Should Be Said About it in the Schools?":

"The youth of our country should be conscious of their direct relation to the worldwide movement for the extension of human freedom. The child will readily see that being a member of a family, a school, a town, a state, a nation, and the world at large, he has functions to perform in all these relations. In discharging his duties well in any one of these ways, he becomes a better citizen in all other respects. But it should be impressed on him that all artificial and political relationship are secondary to what he owes the whole human race."

**Meeting of the National Superintendents' Convention** at Cincinnati Feb. 22 to 27. There should be a good attendance from California.

**"GOVERNMENT AND STATE LAND** may be purchased direct from officials without residence or improvements.

After spending four years in the school room, I have spent over 20 years searching State and Government records, and now have information and I can direct you to see and select your choice of some good bargains, that have been either overlooked, covered up, or allowed to go to the State or Government.

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Vol. 1

JANUARY, 1914

No. 1



*Ed*



# SIERRA EDUCATIONAL NEWS

AND BOOK REVIEW

## CALIFORNIA COUNCIL OF EDUCATION

Proceedings of the Meeting :: Reports of  
Committees :: Future Policy Outlined

C. T. A.

Southern Section  
Bay Section

Proposed Vocational Educational  
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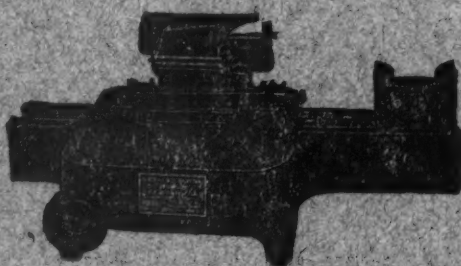
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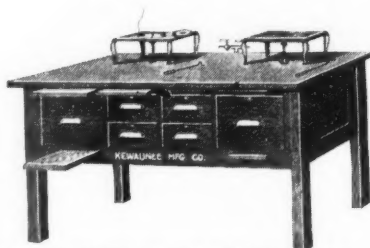
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